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ABSTRACT

This manual provides guidelines for implementing the articulation process for vocational/technical programs at California community colleges as set up by the 71 Regional Adult and Vocational Education Councils. An introductory section reviewing the adaptation of the process to local needs, selection of participants, staff and program, basic resource materials, a working definition, funding, and meeting schedules precedes an outline of the eight steps in the articulation process. Each step is discussed relative to objectives, materials needed, coordinator and participant activities, suggestions and/or recommendations, and illustrations. Step 1 relates to completing the Program/Course Inventory (PCI) form. Step 2 deals with competencies for all Dictionary of Occupational Titles listed on the PCI. Step 3 compiles and displays step 2 information and identifies major employer groups and selects an employer review panel to verify titles and competencies which are compiled and distributed to institutions who verify them in steps 4 and 5. Verified information is compiled in summary form in step 6. Step 7 involves the development of curriculum outlines for courses on the PCI that include one or more of verified competencies. Step 8 develops articulation agreements among providers. Copies of all forms used in the steps are appended. (TR)

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A VOCATIONAL PROGRAM ARTICULATION PROCESS

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1978

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JC 780 421

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California State Regional Adult and Vocational Education Councils

Region VII, California State Regional Adult and Vocational Education Councils

Office of Riverside County Superintendent of Schools

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PREFACE

Although educational program articulation has been a topic of conversation among educators for many years and some agreements among individual public educational delivery systems have been formulated, the first statewide mandate in California to take a look at this issue came about with the passage of AB 1821 (Montoya) in 1976. Each of the 71 individual Regional Adult and Vocational Education Councils established under the provisions of this legislation is charged with the responsibility to develop "an articulation agreement between respective boards to be submitted within one year of the Council's establishment." Additionally, each group is to submit its agreements to the Chancellor of the California Community Colleges, the State Superintendent of Public Instruction, and to the California Postsecondary Education Commission. Title V regulations make the program articulation process a part of the delineation of functions agreement and specifies that "procedures are to be established for development of articulation agreements."

This Vocational Education Articulation Process resulted from a common interest in exploring ways in which a program articulation process might be developed that would be adaptable to the individual needs of the 10 RAVE Councils in State RAVEC Region VII.

The objective of the Project was to devise a process for program articulation that can be used by public and/or private educational providers for any vocational subject matter area. The provider agreements to be produced as a result of completing the process will permit a student to progress through a planned sequence of competencies, units

of instruction, and/or courses from secondary through post-secondary levels in order to meet his or her personal occupational objectives without duplicating previously learned skills or knowledge.

There were several basic principles incorporated into the developmental process prior to its actual implementation.

1. The design would be a flexible ongoing process usable by any educational provider.
2. Local educators and business representatives would be involved.
3. Only standard definitions, resources, and data available to all providers would be used in the Process.
4. Each step in the Process would be designed, field tested, and revised, using local input.

Funds for this effort were contributed by eight individual RAVE Councils. Each Council agreed to contribute available funds from its 1976-77 operating budget. A proposal was also submitted to the State RAVEC Staff and the Chancellor's Office of the California Community Colleges who also agreed to contribute to the Project. San Bernardino County Schools Office served as fiscal agent.

From the initial meeting in February, 1977, through all of the activities culminating with the writing and publishing of this document, nine RAVE Councils participated in each step and contributed greatly to any success that may have been achieved. These Councils included:

RAVEC	PROJECT EXECUTIVE COMMITTEE MEMBER
Barstow	Garland Dittman
Chaffey	Jim Pfeiffer
Desert (College of the Desert)	Jim Pulliam
Mt. San Jacinto	Larry Weigel
Palo Verde	Bob Nicholaison
Riverside	Bob Hooper
San Bernardino Valley	Harry Smith
Santa Clarita	Henry Endler
Victor Valley	Chuck Peterson

The following persons served in various capacities in order to implement and complete the Project:

PROJECT COORDINATOR: Freemont Hobert, Coordinator of Vocational Education, Office of Riverside County Superintendent of Schools

PROJECT ASSISTANT: Karen Stevenson, Secretary, Office of Riverside County Superintendent of Schools

PROJECT CONSULTANTS: Mary DeNure, State RAVEC Consultant, Chancellor's Office, California Community Colleges

Art Smith, Director, Vocational Education and ROP, Office of San Bernardino County Superintendent of Schools

Many thanks to all those who cooperated in making this Project possible.

IMPLEMENTING THE ARTICULATION PROCESS

Adapting to Local Needs

The process and step-by-step procedures presented in this Guide are to be used only as a suggested sequence of activities. The combining or modifying of specific components will allow for maximum flexibility in accomplishing the basic process objective, i.e., the articulation of a specific vocational education program among two or more local educational agencies using a series of sequential steps.

The suggestions contained in the following sections have been gleaned from the experiences of the Project Coordinator and the Consultants during the developmental project phase described in the Preface. They are meant to be used as broad guidelines to assist local educators organize and successfully complete the process.

Selecting Participants/Staff

There are no specific limitations that need to be placed upon those participating in the activities. It is strongly recommended, however, that each local educational provider identify an administrator who can and will commit time to assist in the meetings and activities. Visible administrative support has proven very valuable in insuring success.

The subject matter area or areas chosen for articulation will determine appropriate instructional staff to be involved. These individuals should include an instructor or instructors, and/or department chairpersons as appropriate. It should be clearly understood that these activities

will require extra staff time above and beyond regular assignments. Appropriate arrangements should be made in advance for substitute time and/or extra time compensation that may be needed by each provider. (SEE FUNDING)

Before the process gets under way a coordinator should be designated. This person may be one who is actually participating in the process or may be a knowledgeable third party. (RAVEC Staff) The coordinator should have sufficient time available to organize and to lead the group throughout the entire process.

Adequate clerical support is also vital because of the need to prepare materials and to schedule activities for the group. This person should be readily accessible to the coordinator in order to facilitate communication.

Selecting Program(s) to Articulate

Although it is possible to articulate any number of vocational subject matter areas simultaneously, it is suggested that only one specific subject area be chosen to initiate the process. After the most effective and efficient way to organize and to proceed has been established, additional subject areas can be included in future time periods.

The providers may choose to work with an existing program in which two or more agencies are presently offering one or more courses in the subject area. It is also possible to select a program that two or more providers plan to offer in the future and whose articulation can be built into the original curriculum design by each provider.

In selecting a vocational subject area, experience has found that it is very helpful to choose an offering at the six digit USOE program code level if possible. First, existing occupational data are available

for programs identified by this program code. (SEE STEP A) Second, the subject area should be specific enough so that definite occupational objectives can be developed. This will be explained further in the step-by-step procedures.

Gathering Basic Resource Material

One of the principles upon which the process has been developed includes the use of existing materials and resources that are available to potential users. (SEE PREFACE) Although the process could be implemented without all of the following items, it is highly recommended that at least single copies of the following resources be available to the coordinator:

Cross Code Index - four volume set
USOE Codes and Titles
Dictionary of Occupational Titles
Manpower 1975-80 (for selected areas of California)
COIS-PCI Form and Use Manual

See the bibliography for a complete listing of these titles and ordering information.

Developing A Working Definition

It is important to establish a working definition of articulation as a reference point to which the participants can return as necessary. The coordinator may have a definition or the definition could be developed by the participants at the organizational meeting.

The following was developed for use by the project developers and can also be found in the Appendix for use as a transparency master.

> "Educational program articulation is a systematic process that enables an individual student to pursue a short-term or long-range educational, occupational, or career preparation goal without duplication of courses or levels of competency. This coordination can take place within a single

educational establishment, among two or more institutions of a similar level, sometimes referred to as 'lateral' articulation, or among two or more institutions of different levels, sometimes called 'vertical' articulation. A guiding principle for successful articulation is that no student should be required to repeat competencies for which credit or the equivalent was previously granted."

Funding (optional)

It has been indicated that instructor participation is essential. Based upon the needs of the individual program providers, it may be advisable to make available special project or district funds. These funds can cover substitute time and/or consultant or overtime money to reimburse participants for material preparation time. Experience has indicated that participants may prefer to work on their own time rather than to miss classes.

This item should be decided among the appropriate administrators representing the providers.

Meeting Schedules

Individual meetings that need to be scheduled during the several activities are discussed as part of the step-by-step detail that follows. The timing of these meetings is necessary to insure orderly progress and the meeting of established deadlines.

The organizational meeting is very important and should allow adequate time for questions and answers and discussion among the participants. Participants at this meeting will be determined by the providers and other groups that are sponsoring the activity. (RAVEC, etc.) It is recommended that consideration be given to representation of each provider by the following:

Administration
Instructional Staff (subject matter if decided at this point)
Coordinator
RAVEC or other group sponsors
Clerical Staff

A suggested letter of invitation and organizational meeting agenda are included in the Appendix, pages N, O, and P.

Format of This Guide

It is recommended that a copy of this Guide be provided to each participant. The format is designed to outline a sequential procedure to be followed and is also shown as a Flow Chart entitled RAVEC Articulation Process on page 6 and as a transparency master in the Appendix, page M.

The Guide Sections A through H describe in action terms the suggested implementation and completion of each step. Once again, these are recommendations only and should be modified to meet local needs.

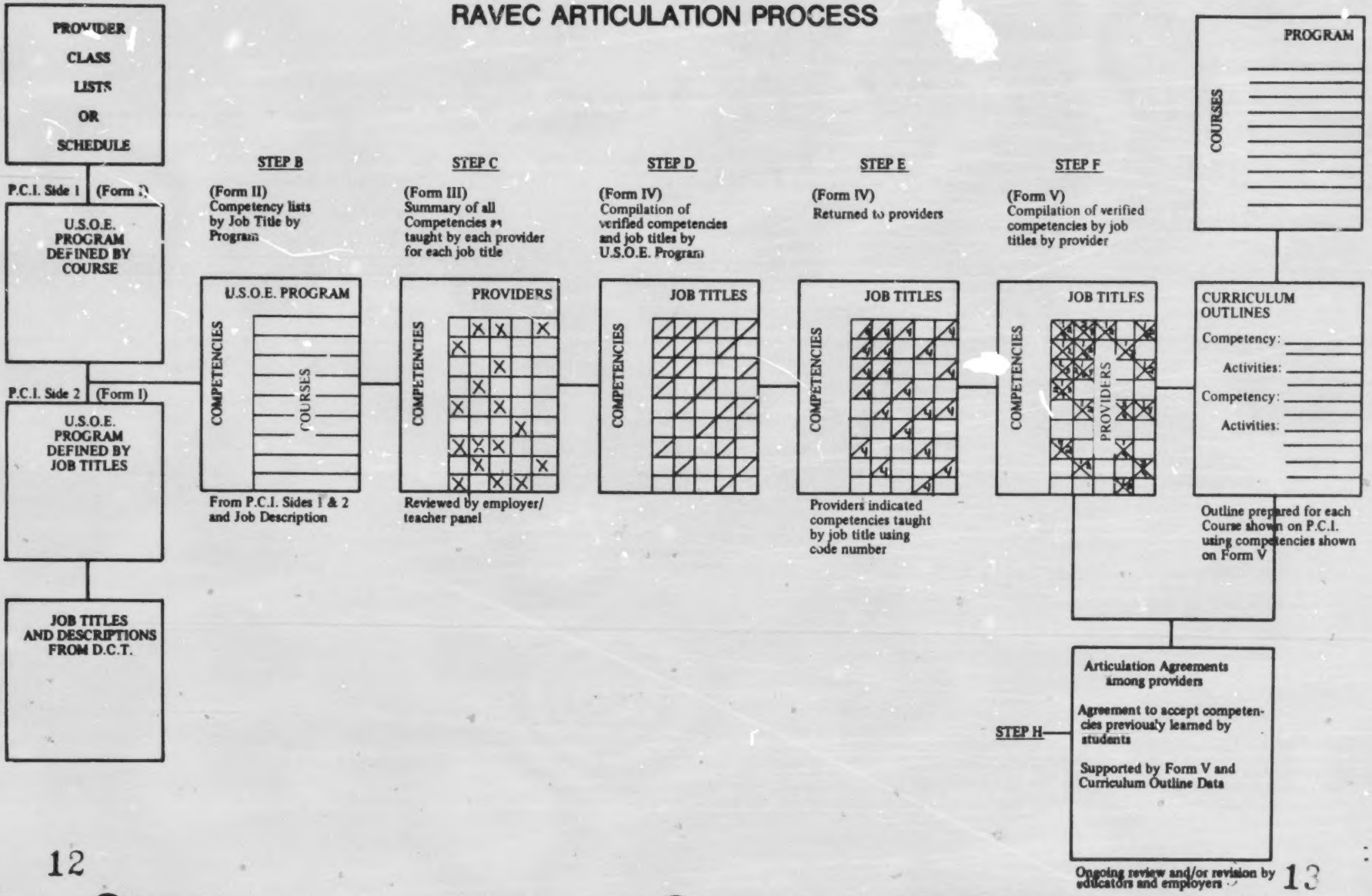
The narrative for each step contains a standardized format with some variations and each addresses the following:

Step objective
Materials needed
Coordinator activities
Participant activities
Suggestions and/or recommendations
Illustrations

The Appendix contains samples of letters, forms, and agendas, This section also includes a set of forms and other items that can be removed from the Guide in order to prepare overhead transparencies.

The bibliography contains information on selected resource materials that are recommended for use as references in the various steps of the process.

RAVEC ARTICULATION PROCESS


PROVIDER CLASS LISTS OR SCHEDULE
P.C.I. Side 1 (Form I)
U.S.O.E. PROGRAM DEFINED BY COURSE
P.C.I. Side 2 (Form I)
U.S.O.E. PROGRAM DEFINED BY JOB TITLES
JOB TITLES AND DESCRIPTIONS FROM D.C.T.
STEP B
(Form II) Competency lists by Job Title by Program
U.S.O.E. PROGRAM
COMPETENCIES
COURSES
From P.C.I. Sides 1 & 2 and Job Description
STEP C
(Form III) Summary of all Competencies as taught by each provider for each job title
PROVIDERS
COMPETENCIES
Reviewed by employer/ teacher panel
STEP D
(Form IV) Compilation of verified competencies and job titles by U.S.O.E. Program
JOB TITLES
COMPETENCIES
STEP E
(Form IV) Returned to providers
JOB TITLES
COMPETENCIES
Providers indicated competencies taught by job title using code number
STEP F
(Form V) Compilation of verified competencies by job titles by provider
JOB TITLES
COMPETENCIES
PROVIDERS
STEP G
P.C.I. (Form I) U.S.O.E. Program Defined by Courses
PROGRAM
COURSES
CURRICULUM OUTLINES
Competency:
Activities:
Competency:
Activities:
Outline prepared for each Course shown on P.C.I. using competencies shown on Form V
STEP H
Articulation Agreements among providers
Agreement to accept competencies previously learned by students
Supported by Form V and Curriculum Outline Data
Ongoing review and/or revision by educators and employers

STEP A

Step A Objective

The objective of this Step is to provide each participant with the materials, information, and assistance necessary to accurately complete the PCI Form Sides I and II, by defining their vocational programs by course(s) and by identifying occupational objectives for each program.

Materials Needed

1. PCI Form and Instruction Manual
2. Provider Class Lists or Schedules
3. Cross Code Index
4. D.O.T.
5. U.S.O.E. Vocational Education and Occupations Manual (Program Codes and Titles)

Coordinator Activities

Although Sides I and II of the PCI Form can be completed at separate times, it is recommended that the coordinator have the necessary materials and information covered in the following section prepared prior to provider completion of both sides of the PCI Form.

Completion PCI (Side I)

1. Using the information obtained from class lists or schedules, each program provider, with the assistance of the coordinator, will complete Sides I and II of the PCI Form.

2. The following Lines and Columns should be completed on the PCI Form Side I:

   a. U.S.O.E. Number (Line B)

   b. U.S.O.E. Title (Line H)

   c. District (Line E)

   d. School/College (Line F)

   e. Titles of all course(s) making up the program (Column 6)

   f. Line Number (Column 1)

(SEE ILLUSTRATION A-1)

PROGRAM/COURSE INVENTORY — **PROGRAM INFORMATION**

A CDS [ ] B USOE [1 4 0 3 0 3]
D CID [ ] E DISTRICT Your District
F SCHOOL/COLLEGE [Y o u r , S c h o o l]
H USOE PROGRAM TITLE Clerk, General Office
I MIN COMPLETION REQMTS ____ J MEETS STATE PLAN ☐
K RAVEC CODE [ ] L NEW ☐ CONTINUING ☐ PROPOSED ☐
M LOCAL LOCATOR CODE (OPT) [ ]
N FOR DATA PROCESSING USE ONLY (OPT) [ ]

C DELIVERER OF SERVICES
☐A. SECONDARY SCHOOL
☐B. COMMUNITY COLLEGE
☐C. ADULT SCHOOL
☐D. ROP/ROC
☐E. PRIVATE
☐F. CETA

G PROGRAMS/STUDENT GOALS
☐A. AA/AS DEGREE
☐B. INITIAL OCCUPATION
☐C. SKILL UPGRADING
☐D. COLLEGE TRANSFER
☐E. COLLEGE GENERAL ED.
☐F. CERTIFICATES
☐G. HIGH SCHOOL DIPLOMA
☐H. ELEMENTARY DIPLOMA
☐I. LICENSE PREPARATION
☐J. PERSONAL DEVELOPMENT
☐K. CAREER EXPLORATION

COURSE INFORMATION — * TITLE/S LIMITED TO 18 CHARACTERS/SPACES

1	2	3	4	5	6*	7	8	9	10	11	12	13	14	15	16
0.1					Business Math										
0.2					Beginning Typing										

ILLUSTRATION A-1 - PCI SIDE I

Completion of PCI Form (Side II)

Side II of the PCI Form is designed to assist each provider with identifying specific occupational objectives for their program. This is done by using occupational titles and descriptions from the D.O.T.

1. Using the C.O.I.S. Cross Code Index, Volume II (SEE ILLUSTRATION A-2), the coordinator will develop a preliminary list of D.O.T. job titles that relate to the chosen USOE Number. It

is recommended that only those job titles having SVP levels of five or less be included in secondary programs and of six or less for community colleges.

D.O.T. CODE	D. O. T. TITLE	DOT INDUSTRY DESIG. TITLE	GED T	GED R	GED M	GED L	S V P	PHYSICAL DEMANDS 123456	WORKING CONDTNS 1234567	WTG PG#	IOM LNE#	CENSUS CODE
USOE CODE 14.0303	GENERAL OFFICE CLERKS											
219.388-010	ACCOUNT ANALYST	BANKING	4	4	3	3	5	S 4	I	280	205	321
219.388-014	ACTUARIAL CLERK	INSURANCE	5	5	5	5	5	S 4	I	280	220	375
219.388-018	ADVICE CLERK	BANKING	4	4	2	2	5	S 4 6	I	280	228	394
219.388-022	AIRCRAFT-LOG CLERK	AIR TRANS	3	3	2	3	3	S 4	I	280	220	375
219.388-026	BILLING CLERK II	CLERICAL	3	3	2	2	4	S 4 6	I	280	196	303
219.388-030	BOND CLERK	BANKING	4	4	4	4	5	S 4 6	I	280	228	394
219.388-034	BOX-ESTIMATOR PAPERBOARD PRODUCTS	PAPER GOODS	4	4	3	2	5	S S 56	I	280	205	321
219.388-038	BUDGET CLERK	CLERICAL	4	4	3	3	5	S 4 6	I	280	197	305
219.388-042	C O D CLERK	CLERICAL	2	2	2	2	3	S 4 6	I	280	228	394
219.388-046	CHART CLERK	PETROL REFIN	3	3	3	2	3	L 4 6	I	280	220	375
219.388-050	CHECKER	AMUSE & REC	2	2	2	2	2	L 4 6	8	276	420	932
219.388-054	CITY-COLLECTION CLERK	BANKING	4	4	2	2	5	L 4	I	280	228	394
219.388-058	CLEARING-HOUSE CLERK	BANKING	3	3	2	2	5	L 45	I	280	228	394
219.388-062	CLERK CABLE TRANSFER	TEL & TEL	3	3	3	3	4	S 6	I	280	220	375
219.388-066	CLERK GENERAL OFFICE	CLERICAL	4	4	3	4	4	L 456	I	280	228•	395
219.388-070	CLERK TELEGRAPH SERVICE	TEL & TEL	3	3	3	3	6	S 45	I	276	228	394
219.388-074	CODING CLERK	CLERICAL	3	3	2	2	3	S 4 6	I	276	220	375
219.388-078	COLLATERAL-AND-SAFEKEEPING CLERK	BANKING	3	3	2	3	5	S 4	I	280	220	375
219.388-082	CONTRACT CLERK AUTOMOBILE	RET TR	3	3	3	3	5	S 45	I	280	228	394

ILLUSTRATION A-2 - C.O.I.S. CROSS CODE INDEX

2. Using the prepared preliminary list of D.O.T. job titles, the coordinator will review each D.O.T. job description to determine the appropriate occupational objectives for the instructional program. A separate D.O.T. job description sheet will be developed for each selected occupation (SEE ILLUSTRATION A-3).

3. The description sheet will include:

   a. D.O.T. job titles

   b. D.O.T. job codes

   c. D.O.T. job descriptors

   d. GED codes (from Cross Code Index)(SEE ILLUSTRATION A-2)

   e. SVP levels (from Cross Code Index)(SEE ILLUSTRATION A-2)

   f. IOM line number (from Cross Code Index)(SEE ILLUSTRATION A-2)

	DOT #	GED	SVP	IOM LINE #
CLERK, GENERAL OFFICE (clerical)	219.388-066	4	4	228*

Administrative Clerk

Performs variety of following or similar clerical duties, utilizing knowledge of systems or procedures: Copies data and compiles records and reports. Tabulates and posts data in record books. Computes wages, taxes, premiums, commissions, and payments. Records orders for merchandise or service. Gives information to and interviews customers, claimants, employees, and sales personnel. Receives, counts, and pays out cash. Prepares, issues,

ILLUSTRATION A-3 - D.O.T. JOB DESCRIPTION SHEET

4. Using the prepared job description sheets, each program provider will select occupations, by title, that represent instructional objectives for their program. The D.O.T. code number, job title, along with GED and SVP levels will be recorded on Side II of the PCI Form (SEE ILLUSTRATION A-4).

OCCUPATIONAL INFORMATION

A CDS

B USOE CODE 1,4,0,3,0,3

C DELIVERER OF SERVICES
- ☐ A. SECONDARY SCHOOL
- ☐ B. COMMUNITY COLLEGE
- ☐ C. ADULT SCHOOL
- ☐ D. ROP/ROC
- ☐ E. PRIVATE
- ☐ F. CETA

17	18	19	20
DOT CODE/S	OCCUPATIONAL PROGRAM OUTCOME OCCUPATIONAL TITLE/S	GED TRML	SVP
2,1,9,.3,8,8—0,2,6	Billing Clerk II	3,3,2,2	4
2,1,9,.3,8,8—0,6,6	Clerk, General Office	4,4,3,4	4

ILLUSTRATION A-4 - PCI FORM (SIDE II)

5. The PCI Forms completed by each provider must be returned to the coordinator. The information on these forms will be used in Step B.

STEP B

Step B Objective

Step B is designed to identify competencies for all D.O.T. job titles that were listed by the program providers on PCI Form (Side II) and completed in Step A. Each provider will match the competencies with the course(s) or units of instruction listed on PCI (Side I) as the components of their instructional program.

Materials Needed

1. Completed PCI Forms (Sides I and II) from each provider
2. D.O.T. job description information developed in Step A used for each job title listed on PCI Forms (Side II)
3. Form II's

Coordinator Activities

1. Using Side II of the PCI Forms as a reference, the coordinator will prepare a composite listing of all identified job titles selected by the participating program providers.
2. Using this list of job titles, the coordinator will develop competency lists for each occupation using the D.O.T. job description sheets. It is suggested that all action words that appear within the D.O.T. job description sheet be underscored and used in the competency development process (SEE ILLUSTRATION B-1).

	DOT #	GED	SVP	IOM LINE #
CLERK, GENERAL OFFICE (clerical)	219.388-066	4	4	228*

Administrative Clerk

Performs variety of following or similar clerical duties, utilizing knowledge of systems or procedures: Copies data and compiles records and reports. Tabulates and posts data in record books. Computes wages, taxes, premiums, commissions, and payments. Records orders for merchandise or service. Gives information to and interviews customers, claimants, employees, and sales personnel. Receives, counts, and pays out cash. Prepares, issues,

ILLUSTRATION B-1 - D.O.T. JOB DESCRIPTION SHEET

Examples of competencies that may be developed from the job description in Illustration B-1 include the following:

Takes dictation.

Transcribes notes on typewriter.

Compiling Information Using Form II
(SEE ILLUSTRATION B-2)

Each Form II will be prepared by the coordinator using the following steps:

1. The top section will be completed using information from the PCI Forms.
2. Using the previously prepared competency list, all competencies for the D.O.T. job title will be recorded in the competency section of Form II.
3. Continue this procedure until a complete set of Form II's has been prepared for each provider. (Be sure there is a Form II for each D.O.T. job title that appears on the PCI Form, Side II.)

4. Form II's for each occupational title that was identified on the PCI Form (Side II) together with a cover letter (SEE APPENDIX, PAGE Q) will be distributed to each program provider.

Experience indicates the need to set a date for the return of the completed Form II's.

Provider Activities

Upon receiving the Form II's from the coordinator, each provider will complete the following steps:

1. Review all competencies listed on the Form II's.
2. Add any additional competencies that may be appropriate.
3. Match courses shown on the PCI Form (Side I) with the competencies listed on Form II.
4. Record, in the space provided (right hand column), the line number of each course(s) from PCI Form (Side I) in which each competency is being taught. (May have more than one course per competency.)

COMPETENCY LIST

USOE TITLE General Office Clerk
USOE NO. 14.0303
DOT TITLE Clerk, General Office
DOT NO. 219.388-066

DISTRICT Your District
SCHOOL Your School
INSTRUCTOR Your Name

COMPETENCIES	COURSE LINE NOS. PCI (SIDE 1)
1. Performs variety of clerical duties utilizing knowledge of systems or procedures.	1. 1, 4, 6, 7
2. Copies data and compiles records and reports.	2. 1, 4, 6

ILLUSTRATION B-2 - FORM II COMPLETED

NOTE: ALL FORM II's MUST BE RECEIVED BY THE COORDINATOR PRIOR TO IMPLEMENTING STEP C.

STEP C

Step C Objective

The objective of Step C is to compile and display the information gathered from the Form II's completed in Step B. In this Step, it will also be necessary to identify major employer groups, to select an employer review panel, to conduct an employer/provider review panel meeting, and to gain employer verification of occupational titles and competencies.

Materials Needed

1. Completed Form II's from Step B
2. D.O.T. job titles and descriptors used in Step A
3. Manpower 1975-80
4. U.S.O.E. Vocational Education and Occupations Manual (Program Codes and Titles)
5. D.O.T.
6. Cross Code Index
7. Overhead projector and screen

Coordinator Activities

The Form III's used in this Step are to be completed by the coordinator using the following series of steps (SEE ILLUSTRATION C-1).

IMPORTANT: A Form III will be needed for each job title identified on the PCI Form (Side II) prepared by each provider.

1. Complete the top section of the Form III's using the information obtained from the Form II's.

2. Record the name of each program provider in the space directly below the word "providers."
3. Record <u>all</u> competencies listed on the completed Form II's in the space provided for competencies. Experience indicates there could be one or more Form III's for each selected job title.
4. Using the information from the completed Form II's, indicate the competencies being taught by each provider within each selected job title by placing an "X" in the appropriate squares.

USOE NO. 14.0303
USOE TITLE General Office Clerks
DOT NO. 219.388-066
DOT TITLE Clerk, General Office

COMPETENCIES	PROVIDERS											
	Community College	Comprehensive High School	R.O.P.	Adult School	Private School							
1. Performs variety of clerical duties utilizing knowledge of systems or procedures.	X	X	X	X	X							
2. Copies data and compiles records and reports.	X	X	X	X	X							
3. Tabulates and posts data in record books.	X	X	X	X	X							
4. Computes wages, taxes, premiums, commissions, and payments.	X	X			X							
5. Records orders for merchandise or service.	X	X	X	X								
6. Gives information to and interviews customers, claimants, employees, and sales personnel.	X		X	X	X							

ILLUSTRATION C-1 - COMPLETED FORM III

Although not required, experience has shown that a Program Provider Summary Sheet, as shown in Illustration C-2, provides a concise visual presentation of the U.S.O.E. title(s), <u>D.O.T.</u> job title(s), program providers, and the identification of the location where the occupational objectives are being taught (SEE ILLUSTRATION C-2).

ARTICULATION PROCESS

PROGRAM PROVIDER SUMMARY

	Community College	Comprehensive High School	R.O.P.	Adult School	Private School
14.0303 - General Office Clerks					
219.388-026 - Billing Clerk II	X	X	X	X	X
219.388-066 - Clerk, General Office	X	X	X	X	X
219.388-150 - Interest Clerk		X	X		X
219.388-182 - Mortgage Accounting Clerk	X	X	X	X	X
219.388-222 - Real Estate Clerk	X		X		
219.388-254 - Sorting Clerk		X	X		X
219.388-286 - Ward Clerk	X	X	X	X	X
219.588-026 - Error Ledger Clerk		X		X	
219.588-038 - Posting Clerk		X	X	X	X

ILLUSTRATION C-2 - PROGRAM PROVIDER SUMMARY SHEET

Employer Review Panel Selection

During the Form II preparation process, the coordinator will prepare materials necessary for the selection of the employer review panel.

1. Using the Cross Code Index, Volume II, the coordinator will again refer to the U.S.O.E. Section (SEE ILLUSTRATION C-3). In this process, the IOM Line Number can be found for each D.O.T. job title recorded on the PCI Form (Side II).

D.O.T. CODE	D. O. T. TITLE		--GED--				S	PHYSICAL DEMANDS	WORKING CONDTNS	WTG	IOM	CENSUS
USOE CODE 14.0303	GENERAL OFFICE CLERKS	DOT INDUSTRY DESIG. TITLE	D T	R S	M T	L M	V P	123456	1234567	PG#	LNE#	CODE
219.388-010	ACCOUNT ANALYST	BANKING	4	4	3	3	5	5 4	I	280	205	321
219.388-014	ACTUARIAL CLERK	INSURANCE	5	5	5	5	5	5 4	I	280	220	375
219.388-018	ADVICE CLERK	BANKING	4	4	2	2	5	5 4 6	I	280	228	394
219.388-022	AIRCRAFT-LOG CLERK	AIR TRANS	3	3	2	3	3	5 4	I	280	220	375
219.388-026	BILLING CLERK II	CLERICAL	3	3	2	2	4	5 4 6	I	280	196	303
219.388-030	BOND CLERK	BANKING	4	4	4	4	5	5 4 6	I	280	228	394
219.388-034	BOX-ESTIMATOR PAPERBOARD PRODUCTS	PAPER GOODS	4	4	3	2	5	5 56	I	280	205	321
219.388-038	BUDGET CLERK	CLERICAL	4	4	3	3	5	5 4 6	I	280	197	305
219.388-042	C O D CLERK	CLERICAL	2	2	2	2	3	5 4 6	I	280	228	394
219.388-046	CHART CLERK	PETROL REFIN	3	3	3	2	3	L 4 6	I	280	220	375
219.388-050	CHECKER	AMUSE & REC	2	2	2	2	2	L 4 6	B	276	420	932
219.388-054	CITY-COLLECTION CLERK	BANKING	4	4	2	2	5	L 4	I	280	228	394
219.388-058	CLEARING-HOUSE CLERK	BANKING	3	3	2	2	5	L 45	I	280	228	394
219.388-062	CLERK CABLE TRANSFER	TEL & TEL	3	3	3	3	4	5 6	I	280	220	375
219.388-066	CLERK GENERAL OFFICE	CLERICAL	4	4	3	4	4	L 456	I	280	228*	395
219.388-070	CLERK TELEGRAPH SERVICE	TEL & TEL	3	3	3	3	6	5 45	I	276	228	394
219.388-074	CODING CLERK	CLERICAL	3	3	2	2	3	5 4 6	I	276	220	375
219.388-078	COLLATERAL-AND-SAFEKEEPING CLERK	BANKING	3	3	2	3	5	5 4	I	280	220	375
219.388-082	CONTRACT CLERK AUTOMOBILE	RET TR	3	3	3	3	5	5 45	I	280	228	394

ILLUSTRATION C-3 - CROSS CODE INDEX, VOLUME II

2. The selected line numbers will be recorded on the Review Panel Selection Worksheet (SEE ILLUSTRATION C-5).

3. Referring to Table 3 in the Manpower 1975-80 publication (SEE ILLUSTRATION C-4), record the 1975 and the projected 1980 employment opportunities for each line number by the industry division as shown on the Review Panel Selection Worksheet.

LINE NUMBER	OCCUPATIONAL CATEGORY	TOTAL ALL INDUSTRIES		TRANSPORTATION, COMMUNICATIONS, AND UTILITIES		TRADE		FINANCE, INSURANCE, AND REAL ESTATE		SERVICES	
		1975	1980	1975	1980	1975	1980	1975	1980	1975	1980
194	OTHER CLERICAL WORKERS	41644	47579	3757	4052	10697	12442	3875	4271	12427	14572
195	BANK TELLERS	1574	1756	0	0	0	0	1574	1756	0	0
196	BILLING CLERKS	429	540	47	58	155	197	0	0	141	179
197	BOOKKEEPERS	8441	9525	377	433	2629	3285	614	620	2303	2727
198	CASHIERS	5358	6321	97	103	4492	5356	83	83	554	648
199	CLERICAL ASSIST, SOC WELFARE	14	17	0	0	0	0	0	0	14	17
200	CLERICAL SUPERVISORS, NEC	594	660	68	71	61	78	61	71	88	104
201	COLLECTORS, BILL AND ACCOUNT	341	392	32	30	58	66	96	113	139	166
202	COUNTER CLERKS, EXC FOOD	1205	1362	43	45	302	375	4	5	688	734
208	INSURANCE ADJUST, EXAM	337	366	0	0	0	0	317	350	20	15
209	LIBRARY ATTENDANTS, ASSISTANT	920	1116	0	0	0	0	0	0	905	1104
210	MAIL CARRIERS, POST OFFICE	1262	1443	0	0	0	0	0	0	0	0
211	MAIL HANDLER, EXC POST OFFICE	325	381	18	22	60	77	26	29	112	136
212	MESSENGERS AND OFFICE BOYS	173	178	4	3	25	24	14	11	99	108
213	METER READERS, UTILITIES	197	213	197	213	0	0	0	0	0	0
214	PAYROLL, TIME KEEPING CLERKS	557	626	90	97	106	123	4	5	105	112
215	POSTAL CLERKS	1184	1333	0	0	0	0	0	0	0	0
216	PROOFREADERS	27	31	0	0	0	0	0	0	0	0
217	REAL ESTATE APPRAISERS	198	236	0	0	0	0	109	139	10	12
218	RECEPTIONISTS	2682	3092	77	94	103	111	73	79	2085	2442
219	SHIPPING, RECEIVING CLERKS	1305	1460	41	50	484	529	4	4	81	89
220	STATISTICAL CLERKS	1226	1372	216	219	132	158	72	85	335	395
221	STOCK CLERKS, STORE KEEPERS	1987	2218	124	110	672	801	24	30	332	398
222	TEACHERS AIDES, EXC MONITORS	1805	2387	0	0	0	0	0	0	1788	2363
223	TELEGRAPH MESSENGERS	2	2	2	2	0	0	0	0	0	0
224	TELEGRAPH OPERATORS	34	35	34	35	0	0	0	0	0	0
225	TELEPHONE OPERATORS	2099	2126	1204	1207	148	149	39	36	503	524
226	TICKET STATION, EXPRESS AGENTS	202	258	202	258	0	0	0	0	0	0
227	WEIGHERS	142	191	39	53	11	9	0	0	5	7
228	MISC CLERICAL WORKERS, NEC	2758	3394	363	436	461	567	408	497	962	1204

ILLUSTRATION C-4 - MANPOWER 1975-80

REVIEW PANEL SELECTION WORKSHEET

OCCUPATIONS	INDUSTRY DIVISIONS																	
Manpower 1975-80	Agriculture		Mining		Construction		Manufacturing		Transportation		Trade		Finance		Service		Public Administration	
	75	80	75	80	75	80	75	80	75	80	75	80	75	80	75	80	75	80
Line No. 196	0	0	0	0	5	6	69	89	47	58	155	197	0	0	141	179	12	12
Line No. 228	0	0	4	4	26	33	233	288	363	436	461	567	408	497	962	1204	302	365
Line No.																		
Line No.																		
Line No.																		
Line No.																		
Totals by Ind. Div.	0	0	4	4	31	39	302	377	410	494	616	764	408	497	1103	1383	314	377

ILLUSTRATION C-5 - REVIEW PANEL SELECTION WORKSHEET

4. Add the columns by industry division to determine which employer groups represent the greatest number of employment opportunities using an average of the 1975-80 figures for each occupational cluster (REFER TO ILLUSTRATION C-5). (It is suggested that the five largest employer groups be considered.)
5. It is recommended that the coordinator ask the program providers to identify one or more local employers from the chosen employer categories.
6. The coordinator will contact all providers and employers inviting them to attend a review panel meeting. (It is suggested that this meeting be scheduled well in advance of the actual date and that a notice be sent to each participant three or more weeks ahead of the designated date.) Experience indicates that a minimum of four hours be scheduled for this working session (SEE APPENDIX FOR AGENDA, LETTERS OF INVITATION AND THANK YOU PAGES R THROUGH T.)
7. The coordinator prepares information folders for each participant. The folder will contain the following:
   a. Agenda
   b. RAVEC Articulation Process Flowchart
   c. Program Provider Summary Sheet
   d. Copies of all completed Form III's
8. The coordinator, using the RAVEC Articulation Process Flowchart, will present an overview of Steps A and B of the process leading up to the review panel meeting. It is suggested that an overhead projector be used to display samples of completed PCI Forms, Sides I and II, D.O.T. job titles and descriptions, a completed

Form II, and a completed Form III. The coordinator will introduce the Curriculum Outline Form (to be used in Step G) that will show verified competencies and will indicate learning activities necessary to gain these competencies.

9. The coordinator will lead the entire working session after emphasizing the significance of the review panel and the need to critically review, add, combine, modify, and/or delete any job titles or competencies from the Form III's.
   a. It is suggested that about one hour (flexible) be allowed for all members to individually, and in small groups, study the materials and make notes on the Form III's for presentation during the open discussion period.
   b. The coordinator will lead the open discussion period and be responsible for recording the wording of all agreed upon changes in job titles and/or competencies. Experience indicates that the group will combine and/or delete both job titles and competencies as part of the process.
10. It is suggested that the coordinator express the importance of the employers' input and work toward drawing comments and suggestions from employers at the beginning of the discussion period. It has been found that they will then assume a leadership role when they feel more at ease and identify themselves as the experts.

11. The coordinator will close the review panel meeting with an overview of Step D which will produce summaries that will include verified job titles and competencies using a Form IV. It is suggested that a transparency of Form IV be shown and an explanation of its contents and its significance to the entire process be given.

12. The coordinator will take from this meeting a complete list of verified job titles and competencies that will be displayed on the Form IV as discussed in Step D.

13. It is recommended that the coordinator send each employer a thank you letter for their participation and leadership in the review panel meeting (SEE APPENDIX, PAGE T.)

STEP D

Step D Objective

The objective of Step D is to compile and distribute to each program provider a complete set of competencies and job titles that were verified during the review panel meeting.

Materials Needed

1. Form III's verified at the review panel meeting
2. Form IV's

Experience indicates that the number of verified job titles and competencies may be considerably lessened as a result of the review panel process.

Coordinator Activities

The coordinator will prepare Form IV's using the following procedures: (SEE ILLUSTRATION D-1)

1. Complete the top section of the Form IV by filling in the:
   a. U.S.O.E. number
   b. U.S.O.E. title
   c. Provider name
   d. Provider number

NOTE: The provider code number will be assigned by the coordinator.

2. Record the verified competencies that were suggested by the review panel in the space provided on Form IV's.

3. List all job titles that were identified by the review panel in the space provided on the Form IV's. Experience indicates the necessity for identifying all job titles at the top of <u>each</u> Form IV for ease in matching competencies with job titles.
4. Match each competency with all job titles by placing a diagonal line in the squares below each job title. This will indicate the competencies that were identified with each job title.

USOE NO. 14.0303
USOE TITLE Clerk, General Office

PROVIDER Your School
PROVIDER NO. Assigned by coordinator

D. O. T. TITLES

COMPETENCIES	Billing Clerk II	Clerk, General Office									
1. Performs variety of clerical duties utilizing knowledge of systems or procedures.	/	/									
2. Copies data and compiles reports.	/	/									
3. Tabulates and posts data in record books.	/	/									
4. Computes wages, taxes, premiums, commissions, and payments.	/	/									
5. Records orders for merchandise or service.	/	/									
6. Gives information to and interviews customers, claimants, employees, and sales personnel.		/									

ILLUSTRATION D-1 - FORM IV

STEP E

Step E Objective

The objective of Step E is to distribute to each provider the Form IV's that were prepared in Step D. Each provider will indicate the competencies being taught and identified with each selected job title.

Materials Needed

1. Prepared Form IV's
2. Cover letter (SEE APPENDIX, PAGE U)

Coordinator Activities

1. Distribute prepared Form IV's to all program providers along with a cover letter (SEE APPENDIX, PAGE U). Experience indicates the need to include a return date in the cover letter.

Program Provider Activities

Upon receipt of the Form IV's, each program provider will:

1. Read all competencies listed on the left side of the Form IV.
2. Identify the occupational title(s) for which instruction is being offered.
3. Place the assigned code number (as it appears on Form IV) in the appropriate squares to identify the competencies presently taught within each selected occupational title (SEE ILLUSTRATION E-1).

4. Place all pages of the completed Form IV's in the enclosed addressed, stamped envelope and return to the coordinator.

USOE NO. 14.0303
USOE TITLE Clerk, General Office

PROVIDER Comprehensive High School
PROVIDER NO. 2

COMPETENCIES	D.O.T. TITLES: Billing Clerk II	Clerk, General Office										
1. Performs variety of clerical duties utilizing knowledge of systems or procedures.	2	2										
2. Copies data and compiles records and reports.	2	2										
3. Tabulates and posts data in record books.	2	2										
4. Computes wages, taxes, premiums, commissions and payments.	2	2										
5. Records orders for merchandise or service.	2	2										
6. Gives information to and interviews customers, claimants, employees, and sales personnel.												

ILLUSTRATION E-1 - FORM IV

STEP F

Step F Objective

The objective of Step F is to compile, in summary form, all provider verified information from the Form IV's completed in Step E. These data will be distributed to all participants.

Materials Needed

1. All completed Form IV's received from each provider
2. Form V's

Coordinator Activities

1. Using information from the completed Form IV's, the coordinator will record the following information: (SEE ILLUSTRATION F-1)
   a. USOE Number
   b. USOE Title
   c. Provider names and code numbers
   d. All verified D.O.T. job titles
   e. Each provider code number in the appropriate cells as indicated on the completed Form IV's

USOE NO. 14.0303
USOE TITLE Clerk, General Office

1. Community College
2. Comprehensive HS
3. R.O.P.
4. Adult School
5. Private School

COMPETENCIES	D.O.T. TITLES: Billing Clerk II	Clerk, General Office									
1. Performs variety of clerical duties utilizing knowledge of systems or procedures.	2 3 4 5	2 3 4 5									
2. Copies data and compiles records and reports.	2 3 4 5	2 3 4 5									
3. Tabulates and posts data in record books.	2 3 4 5	2 3 4 5									

ILLUSTRATION F-1 - FORM V

2. The completed Form V's represent a summarization of all information gathered as a result of completing Steps A through E. These data include:
   a. USOE Program title and number
   b. Employer verified occupational objectives for each program by D.O.T. job title
   c. A composite list of all competencies that are being offered by the providers as part of their vocational programs.
   d. Those competencies on the composite list that have been verified by the employer review panel as essential to satisfactory job performance (SEE STEP D, ITEM 4)
   e. An indication of which competencies are being offered by each provider. (provider code numbers recorded in each cell)
3. The coordinator will prepare folders containing materials that will be needed in Steps G and H. These materials will be distributed at the general meeting of the program articulation participants. This meeting should be scheduled prior to the implementation of Steps G and H. The folders should contain:
   a. Meeting agenda
   b. Completed Form V's
   c. RAVEC Articulation Process Flow Chart
   d. Curriculum Outline Form
   e. Sample Program Articulation Agreement Form

GENERAL PARTICIPANT MEETING

Meeting Objective

The objective of this meeting is to review the entire articulation process, review and explain the significance of the information contained on the Form V's, and provide direction for program participants regarding the development of the curriculum outlines, competency commonality matrix, and articulation agreements.

Materials Needed

1. Folders containing materials as listed in Step F
2. Meeting correspondence (SEE APPENDIX PAGES V THROUGH X)
3. Transparencies (SEE APPENDIX)
   a. Definition of Articulation
   b. Completed PCI Side I
   c. Completed PCI Side II
   d. Job description from D.O.T.
   e. Completed Form II
   f. Completed Form III
   g. Completed Form IV's (2 examples)
   h. Completed Form V
   i. Curriculum Outline Form with data sources
   j. Competency Commonality Matrix (optional)
   k. Sample Program Articulation Agreement
   l. Essentials for Vocational Program Articulation

Coordinator Activities

The coordinator and staff will be responsible for organizing and conducting this meeting.

1. The following individuals and groups might be considered when developing the list of invitations:
   a. RAVEC Staff
   b. All RAVE Council members
   c. All employers that participated in the process
   d. All instructors that participated in the process
   e. District Directors of Vocational Education
   f. Deans of Occupational Education
   g. School Administrators
   h. RAVEC Consultants
   i. State and Regional office personnel
   k. Others
2. The coordinator will distribute invitation and registration materials. (An addressed return envelope is also suggested.)
3. The following outline is suggested as a format for conducting the General Participant Meeting.

Program Overview

This is a brief review of the legal basis on which RAVE Councils were mandated to address the subject of articulation.

1. Part 6, Chapter 1, Article 2 of the Education Code Sections 8020 - 8035.
2. Title V, Chapter 13, Sections 11610 - 11631.

Process Rationale

The following items include the principles on which the basic articulation process was developed. (SEE PREFACE)

1. Uses a working definition of articulation. (Transparency A)
2. Uses a process adaptable to the needs of any provider. (public, private, secondary, community college)
3. Involves local educators and businessmen.
4. Uses standard definitions, resources, and data available at state and/or national levels.
5. Implements a sequential step-by-step process.
6. Provides for continuous review and up-dating of the articulation agreement and its supporting documentation. (Form V's, Curriculum Outlines, Competency Commonality Matrix, and Course/Competency Summary Sheet)

Process Review

1. Using transparencies B - H, and the articulation process flow chart included in the participant folders, briefly review Steps A through F and their products. The emphasis should be to inform those invitees who were not previously involved in the earlier steps of the process but who might be influential in helping to implement Steps G and H.

Strategies for Completing Articulation Agreements

1. Step G introduces a Curriculum Outline (Transparency I) which is designed to relate directly to the completed PCI Side I (Step A) and to the information contained on Form V.

2. Step H represents the development of articulation agreements among program providers. It is strongly recommended that these agreements be supported by completed Form V's, Curriculum Outlines, and the Competency Commonality Matrix. (Transparencies J and K)
3. By completing Steps A through H (Flow Chart), the articulation process cycle has been completed and brings together programs that have been defined by courses in Step A.

Essentials for Vocational Program Articulation

The articulation process addressed four essentials necessary to effectively develop articulation agreements using this methodology. These four essentials are: (Transparency L)

1. Vocational programs defined by courses (Step A)
2. Program objectives defined by job titles (Step D)
3. Competencies necessary to successfully perform jobs (Step D)
4. Curriculum Outlines that identify where competencies are taught and by whom (Step G)

This process is specifically designed to allow for continuous and systematic review, revision, and up-dating by educators and employers.

General Instructions for Steps G and H

The coordinator should inform the participants that at the conclusion of this meeting it will be necessary for all providers to work individually or as a group to develop curriculum outlines for each course listed on their PCI Form (Side I) developed in Step A.

Experience indicates that it is advantageous to have a meeting of the instructors and department chairpersons to discuss course content and curriculum as part of the Step G process.

STEP G

Step G Objective

Step G involves each program provider in the development of a Curriculum Outline for each course listed on their PCI Form (Side I) that includes one or more of the competencies listed on the Form V's. This Step also involves the development of a Competency Commonality Matrix and/or a Course/Competency Summary Sheet.

Materials Needed

1. Completed PCI Forms
2. Completed Form V's
3. Curriculum Outline Forms
4. Competency Commonality Matrix
5. Course/Competency Summary Sheet

Provider Activities

The following activities may be done individually by each provider or in one or more group sessions.

1. Each provider will identify their course(s) by placing a number in Column 1 on their PCI Form (Side I)
2. Using Form V as a worksheet, each provider will indicate the course or courses in which they are teaching each competency by recording the course line numbers on the Form V next to each identified competency (SEE ILLUSTRATION G-1).

USOE NO. 14.0303

USOE TITLE Clerk, General Office

1. Community College
2. Comprehensive HS
3. R.O.P.
4. Adult School
5. Private School

D. O. T. TITLES

COMPETENCIES	Billing Clerk II	Clerk, General Office									
1. Performs variety of clerical duties utilizing knowledge of systems or procedures.	1 2 3 4 5	1 2 3 4 5									
2. Copies data and compiles records and reports.	1 2 3 4 5	1 2 3 4 5									
3. Tabulates and posts data in record books.	1 2 3 4 5	1 2 3 4 5									
4. Computes wages, taxes, premiums, commissions, and payments.	1 2 3 4 5	1 2 3 4 5									
5. Records orders for merchandise or service.	1 2 3 4 5	1 2 3 4 5									
6. Gives information to and interviews customers, claimants, employees, and sales personnel.	1 2 3 4 5	1 2 3 4 5									
7. Receives, counts, and pays out cash.	1 2 3 4 5	1 2 3 4 5									

ILLUSTRATION G-1 - FORM V

NOTE: It is also possible that some courses listed on the PCI Form (Side I) may not include any competencies listed on Form V. A Curriculum Outline may also be developed for those courses not having any competencies identified on the Competency Commonality Matrix.

During this process, each provider will be encouraged to once again review and add or delete their code numbers used in Step E indicating competency and job title relationships.

Coordinator Activities

Upon completion of the competency/course identification process on the Form V, the coordinator will complete a Competency Commonality Matrix. Input for the Matrix will be obtained from information provided by each participant on their Form V's. (This procedure may be done as a group activity.) (SEE ILLUSTRATION G-2)

COMPETENCY COMMONALITY MATRIX

USOE NO. 14.0303

USOE TITLE Clerk, General Office

COMPETENCIES	PROVIDERS								
	Community College	Comprehensive High School	R.O.P.	Adult School	Private School				
1. Performs variety of clerical duties utilizing knowledge of systems or procedures.		1,4, 5,6, 7							
2. Copies data and compiles records and reports.		3,4, 6							
3. Tabulates and posts data in record books.		EACH PROVIDER WILL (BY LINE NUMBER) FROM THE PCI (SIDE I), INDICATE COURSES THAT INCLUDE LISTED COMPETENCIES.							
4. Computes wages, taxes, premiums, commissions, and payments.									
5. Records orders for merchandise or service.									
6. Gives information to and interviews customers, claimants, employees, and sales personnel.									

ILLUSTRATION G-2 - COMPETENCY COMMONALITY MATRIX

1. The coordinator will assist the providers with the preparation of a Curriculum Outline for each course that has been identified with <u>one or more</u> competencies on the Competency Commonality Matrix using the following procedure: (SEE ILLUSTRATION G-3)

   a. Select <u>one</u> course number from the Competency Commonality Matrix with which one or more competencies have been identified.

   b. Record the selected course title as shown on the PCI Form (Side I) and complete remaining informational items at the top of the Curriculum Outline Form.

   c. Using the Competency Commonality Matrix, record in sequential order the <u>number of each competency</u> that has been identified with this course in the spaces provided on the Curriculum Outline Forms. Use as many Curriculum Outline Forms as necessary.

IMPORTANT: There may be cases in which only one or two competencies as found on the Competency Commonality Matrix are identified with a course. A Curriculum Outline should still be prepared listing these competencies together with the additional competencies that make up the course.

d. Repeat Steps a through c in order to prepare a Curriculum Outline for each course identified with one or more competencies.

USOE PROGRAM TITLE PCI SIDE I
COURSE TITLE (PCI SIDE I) PCI SIDE I
DISTRICT EACH
SCHOOL PROVIDER
TEACHER PREPARES

CURRICULUM OUTLINE

COMPETENCY: SELECTED FROM FORM V

ACTIVITIES: DEVELOPED BY INSTRUCTOR

ILLUSTRATION G-3 - CURRICULUM OUTLINE

FOR ARTICULATION PURPOSES, THE CRITICAL STEPS IN IDENTIFYING COMPETENCIES WITH COURSES OFFERED BY THE PROVIDERS HAS BEEN COMPLETED.

Completion of the Curriculum Outlines may be done as a group or on an individual basis by following the activities listed below:

1. Add any additional competencies not shown on Form V in order to complete each Curriculum Outline.
2. Write in competency narratives from Form V.

3. Prepare list of student/teacher activities for each competency. Activities include any individual or group experiences that assists students in learning the competency.

The Curriculum Outlines, Form V's, and the Competency Commonality Matrix now become supportive documents for the Articulation Agreements to be developed in Step H.

NOTE: Using information contained on the Competency Commonality Matrix, the course/competency relationship may be displayed on the Course/Competency Summary Sheet. The Summary Sheet lists each course, as it appears on the PCI Form (Side I) and all competencies, by number, as identified by each provider from the Form V (SEE ILLUSTRATION G-4).

COURSE / COMPETENCY SUMMARY SHEET

USOE NO. 14.0303

USOE TITLE Clerk, General Office

PROVIDER Comprehensive High School

COURSES	COMPETENCIES
1. Business Math	1, 3, 4, 7, 8
2. Beginning Typing	8, 11, 12
3. Advanced Typing	2, 6, 8, 11, 12
4. Business Machines	1, 2, 3, 11
5. Recordkeeping	1, 3, 4, 5, 7, 8, 9, 11

ILLUSTRATION G-4 - COURSE/COMPETENCY SUMMARY SHEET

STEP H

Step H Objective

The objective of Step H is to develop Articulation Agreements among program providers of similar or different educational levels, utilizing the information developed as a result of implementing this process.

Materials Needed

1. Completed Form V's
2. Completed Curriculum Outlines
3. Sample Program Articulation Agreement
4. Competency Commonality Matrix
5. Course/Competency Summary Sheet

This is the final step in the program articulation process. It involves the creation and implementation of an agreement between two providers to articulate one or more of the following instructional components:

1. Programs - comprised of one or more courses
2. Courses - comprised of one or more competencies
3. Instructional Units Within A Course - comprised of one or more competencies
4. Competencies - comprised of one or more activities

In order to develop an articulation agreement document that will effectively meet the individual needs and requirements of each party to the agreement, the following essentials must be addressed:

1. The identification of the key personnel to be considered for involvement in the agreement process. These personnel may include:
   a. Instructors and/or department chairpersons
   b. Administrators
   c. Boards of Education
2. The parties to the agreement need to review their respective administrative guidelines, board policies, and instructional division philosophies regarding ways by which students can receive recognition for competencies previously learned.
3. The parties to the agreement need to determine what specific programs, courses, units of instruction, or individual competencies will be included in the agreement. It is suggested that the Competency Commonality Matrix information be used to provide specific data relative to articulating specific program components.
4. The signators to the agreement need to be determined and the extent of their involvement identified.
5. Distribution of information regarding the scope and content of the agreement needs consideration. The following groups may be involved:
   a. Board Members
   b. Administrators
   c. Instructors and/or department chairpersons
   d. Counselors
   e. Students

Although the sample articulation agreement (APPENDIX, PAGE K) is shown as a one page document, it is highly recommended that the following supporting documents be attached:

1. Completed Form V's
2. Completed Curriculum Outlines
3. Completed Competency Commonality Matrix
4. Course/Competency Summary Sheet

CONCLUDING SUGGESTIONS

As pointed out in the Preface, it is extremely important to reemphasize that this articulation process has been designed for flexibility, adaptability, and continuity that will permit periodic review and revision of the agreement in any convenient time cycle.

This cyclical process may include a revision, modification, addition, or deletion of any one or combination of the following elements:

1. Courses included in the agreement
2. Occupational objectives (D.O.T. job titles)
3. Competencies identified with occupational objectives
4. Competencies identified with a Curriculum Outline
5. Activities identified with a competency

Although there is no single method for implementing the agreement review process, it is highly recommended that the employers and educators involved in the initial articulation process be invited to participate in any subsequent agreement review and updating.

EDUCATIONAL PROGRAM ARTICULATION IS A SYSTEMATIC PROCESS THAT ENABLES AN INDIVIDUAL STUDENT TO PURSUE A SHORT - TERM OR LONG - RANGE EDUCATIONAL, OCCUPATIONAL, OR CAREER PREPARATION GOAL WITHOUT DUPLICATION OF COURSES OR LEVELS OF COMPETENCY. THIS COORDINATION CAN TAKE PLACE WITHIN A SINGLE EDUCATIONAL ESTABLISHMENT, AMONG TWO OR MORE INSTITUTIONS OF A SIMILAR LEVEL, SOMETIMES REFERRED TO AS "LATERAL" ARTICULATION, OR AMONG TWO OR MORE INSTITUTIONS OF DIFFERENT LEVELS, SOMETIMES CALLED "VERTICAL" ARTICULATION. A GUIDING PRINCIPLE FOR SUCCESSFUL ARTICULATION IS THAT NO STUDENT SHOULD BE REQUIRED TO REPEAT COMPETENCIES FOR WHICH CREDIT OR THE EQUIVALENT WAS PREVIOUSLY GRANTED.

KS

PROGRAM/COURSE INVENTORY

PROGRAM INFORMATION

A COS [ ] B USOE [1,4,0,3,0,3]

D CID [ ] E DISTRICT Your District

F SCHOOL/COLLEGE [Your School]

H USOE PROGRAM TITLE Clerk, General Office

I MIN COMPLETION REQ'MTS _____ J MEETS STATE PLAN ☐

K RAVEC CODE [ ] L NEW ☐ CONTINUING ☐ PROPOSED ☐

M LOCAL LOCATOR CODE (OPT) [ ]

N FOR DATA PROCESSING USE ONLY (OPT) [ ]

C DELIVERER OF SERVICES
- ☐A. SECONDARY SCHOOL
- ☐B. COMMUNITY COLLEGE
- ☐C. ADULT SCHOOL
- ☐D. ROP/ROC
- ☐E. PRIVATE
- ☐F. CETA

G PROGRAMS/STUDENT GOALS
- ☐A. AA/AS DEGREE
- ☐B. INITIAL OCCUPATION
- ☐C. SKILL UPGRADING
- ☐D. COLLEGE TRANSFER
- ☐E. COLLEGE GENERAL ED.
- ☐F. CERTIFICATES
- ☐G. HIGH SCHOOL DIPLOMA
- ☐H. ELEMENTARY DIPLOMA
- ☐I. LICENSE PREPARATION
- ☐J. PERSONAL DEVELOPMENT
- ☐K. CAREER EXPLORATION

COURSE INFORMATION

* TITLE/S LIMITED TO 18 CHARACTERS/SPACES

1	2	3	4	5	6*	7	8	9	10	11	12	13	14	15	16
0,1					Business Math										
0,2					Beginning Typing										
0,3					Intermediate Typing										
0,4					Advanced Typing										
0,5					Business Machines										
0,6					Recordkeeping										
0,7					Records Management										

COLUMN LEGEND

1 LINE NO.

2 CCC—CALIF. COURSE CODES

3 CID—CLASSIFICATION OF INSTRUCTIONAL DISCIPLINES

4 DCN—DIST. COURSE NO.

5 S—MEETS STATE PLAN

6 IDENT. & TITLE

7 OCCUPATIONAL OBJECTIVES
- A. APPRENTICESHIP
- B. ADVANCED OCCUPATIONAL
- C. INTERMEDIATE OCCUPATIONAL
- D. BEGINNING OCCUPATIONAL
- E. NON-OCCUPATIONAL

8 ADULT OBJECTIVES
- A. BASIC EDUCATION
- B. HIGH SCH. DIPLOMA
- C. VOCATIONAL OCCUPATIONAL TRAINING
- D. CONTINUING ED. PERSONAL COMPETENCY SKILLS
- E. CONTINUING ED. AVOCATIONAL
- F. CONTINUING ED. OTHER

9 X. HANDICAPPED/OLDER ADULTS
- H. HANDICAPPED ADULTS
- S. OLDER ADULTS

10 COMMUNITY COLLEGE COURSES
- A. CREDIT—GRADED
- B. NONCREDIT—NONGRADED
- C. CREDIT—OTHER
- D. NONCREDIT—OTHER

11 HOURS

12 CREDITS/UNITS REQ.

13 UTILIZATION
- A. REQUIRED
- B. REQUIRED OPTIONAL
- C. RECOMMENDED

14 FREQUENCY
- 1. FALL
- 2. SPRING
- 3. FALL & SPRING
- 4. SUMMER
- 5. FALL & SUMMER
- 6. SPRING & SUMMER
- 7. FALL, SPRING & SUMMER
- 8. FLEXIBLE
- A. WINTER
- B. FALL & WINTER
- C. WINTER & SPRING
- D. FALL, WINTER & SPRING
- E. WINTER & SUMMER
- F. FALL, WINTER, SUMMER
- H. WINTER, SPRING & SUMMER
- J. FALL, WINTER, SPRING, SUMMER

15 DESCRIPTION
- A. LECTURE
- B. LAB
- C. LECTURE-LAB
- D. COOR. INST. SYS.
- E. INDEPENDENT STUDY
- F. COMMUNITY CLASSRM.
- H. COOPERATIVE VOC. ED.
- J. FORUM SERIES
- K. LECTURE SERIES

16 1. AM
- 2. PM
- 3. AM/PM (ALL DAY)
- 4. EVENING
- 5. AM/EVENING
- 6. PM/EVENING
- 7. AM/PM/EVENING
- 8. FLEXIBLE

DATE _____

PG _____ OF _____

REV. 1 1-77

OCCUPATIONAL INFORMATION

A CDS

B USOE CODE 1 4 0 3 0 3

C DELIVERER OF SERVICES
- ☐ A. SECONDARY SCHOOL
- ☐ B. COMMUNITY COLLEGE
- ☐ C. ADULT SCHOOL
- ☐ D. ROP/ROC
- ☐ E. PRIVATE
- ☐ F. CETA

17	18	19	20
DOT CODE/S	OCCUPATIONAL PROGRAM OUTCOME OCCUPATIONAL TITLE/S	GED TRML	SVP
2 1 9 . 3 8 8 - 0 2 6	Billing Clerk II	3 3 2 2	4
2 1 9 . 3 8 8 - 0 6 6	Clerk, General Office	4 4 3 4	4

	DOT #	GED	SVP	IOM LINE #
CLERK, GENERAL OFFICE (clerical)	219.388-066	4	4	228*

Administrative Clerk

Performs variety of following or similar clerical duties, utilizing knowledge of systems or procedures: Copies data and compiles records and reports. Tabulates and posts data in record books. Computes wages, taxes, premiums, commissions, and payments. Records orders for merchandise or service. Gives information to and interviews customers, claimants, employees, and sales personnel. Receives, counts, and pays out cash. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks. Prepares stock inventory. Adjusts complaints. Operates office machines, such as typewriter, adding, calculating, and duplicating machines. Opens and routes incoming mail, answers correspondence, and prepares outgoing mail. May take dictation. May prepare payroll. May keep books. May purchase supplies. May be designated according to field of activity as DEATH-CLAIM CLERK (insurance); or according to location of employment as AIRPORT CLERK (air trans); CAMP CLERK; COLLIERY CLERK (mining & quarrying).

FORM II

COMPETENCY LIST

USOE TITLE General Office Clerk

USOE NO. 14.0303

DOT TITLE Clerk, General Office

DOT NO. 219.388-066

DISTRICT Your District

SCHOOL Your School

INSTRUCTOR Your Name

COMPETENCIES	COURSE LINE NOS. PCI (SIDE 1)
1. Performs variety of clerical duties utilizing knowledge of systems or procedures.	1. 1, 4, 6, 7
2. Copies data and compiles records and reports.	2. 1, 4, 6
3. Tabulates and posts data in records.	3. 1, 6
4. Computes wages, taxes, premiums, commissions, and payments.	4. 1, 6
5. Records orders for merchandise or service.	5. 3, 6
6. Gives information to and interviews customers, claimants, employees, and sales personnel.	6. 4
7. Receives, counts, and pays out cash.	7. 6
8. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks.	8. 3, 5, 6
9. Prepares stock inventory.	9. 3, 6
10. Adjusts complaints.	10. 6
11. Operates office machines such as typewriter, adding calculating, and duplicating machines,	11. 2, 3, 4, 5
12. Opens and routes incoming mail, answers correspondence, and prepares outgoing mail.	12. 4
13. May take dictation.	13. 4
14. May purchase supplies.	14. 3, 4

USOE NO. 14.0303
USOE TITLE General Office Clerks
DOT NO. 219.388-066
DOT TITLE Clerk, General Office

COMPETENCIES	PROVIDERS							
	Community College	Comprehensive High School	R.O.P.	Adult School	Private School			
1. Performs variety of clerical duties utilizing knowledge of systems or procedures.	X	X	X	X	X			
2. Copies data and compiles records and reports.	X	X	X	X	X			
3. Tabulates and posts data in record books.	X	X	X	X	X			
4. Computes wages, taxes, premiums, commissions, and payments.	X	X			X			
5. Records orders for merchandise or service.	X	X	X	X				
6. Gives information to and interviews customers, claimants, employees, and sales personnel.	X		X	X	X			
7. Receives, counts, and pays out cash.	X		X	X	X			
8. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks.	X	X	X	X	X			
9. Prepares stock inventory.		X	X		X			
10. Adjusts complaints.	X							
11. Operates office machines such as typewriters, adding, calculating, and duplicating machines.	X	X	X	X	X			
12. Opens and routes incoming mail, answers correspondence, and prepares outgoing mail.	X				X			

FORM III

USOE NO. 14.0303
USOE TITLE Clerk, General Office

PROVIDER Your School
PROVIDER NO. Assigned by coordinator

D. O. T. TITLES

COMPETENCIES	Billing Clerk II	Clerk, General Office										
1. Performs variety of clerical duties utilizing knowledge of systems or procedures.	/	/										
2. Copies data and compiles reports.	/	/										
3. Tabulates and posts data in record books.	/	/										
4. Computes wages, taxes, premiums, commissions, and payments.	/	/										
5. Records orders for merchandise or service.	/	/										
6. Gives information to and interviews customers, claimants, employees, and sales personnel.		/										
7. Receives, counts, and pays out cash.	/	/										
8. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks.	/	/										
9. Prepares stock inventory.		/										
10. Adjusts complaints.		/										
11. Operates office machines such as typewriter, adding, calculating, and duplicating machines.	/	/										
12. Opens and routes incoming mail, answers correspondence, and prepares outgoing mail.		/										

USOE NO. 14.0303
USOE TITLE Clerk, General Office

PROVIDER Comprehensive High School
PROVIDER NO. 2

COMPETENCIES

D. O. T. TITLES

	Billing Clerk II	Clerk, General Office										
1. Performs variety of clerical duties utilizing knowledge of systems or procedures.	2	2										
2. Copies data and compiles records and reports.	2	2										
3. Tabulates and posts data in record books.	2	2										
4. Computes wages, taxes, premiums, commissions and payments.	2	2										
5. Records orders for merchandise or service.	2	2										
6. Gives information to and interviews customers, claimants, employees, and sales personnel.												
7. Receives, counts, and pays out cash.												
8. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks.	2	2										
9. Prepares stock inventory.		2										
10. Adjusts complaints.												
11. Operates office machines such as typewriter, adding calculating, and duplicating machines.	2	2										
12. Opens and routes incoming mail, answers correspondence, and prepares outgoing mail.		2										

USOE NO. 14.0303

USOE TITLE Clerk, General Office

1. Community College
2. Comprehensive HS
3. R.O.P.
4. Adult School
5. Private School

D. O. T. TITLES

COMPETENCIES	Billing Clerk II	Clerk, General Office										
1. Performs variety of clerical duties utilizing knowledge of systems or procedures.	1 2 3 4 5	1 2 3 4 5										
2. Copies data and compiles records and reports.	1 2 3 4 5	1 2 3 4 5										
3. Tabulates and posts data in record books.	1 2 3 4 5	1 2 3 4 5										
4. Computes wages, taxes, premiums, commissions, and payments.	1 2 3 5	1 2 3 5										
5. Records orders for merchandise or service.	1 2 3 4 5	1 2 3 4 5										
6. Gives information to and interviews customers, claimants, employees, and sales personnel.	1 2 3 4 5	1 2 3 4 5										
7. Receives, counts, and pays out cash.	1 2 3 4 5	1 2 3 4 5										
8. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks.	1 2 3 4 5	1 2 3 4 5										
9. Prepares stock inventory.		1 2 3 5										
10. Adjusts complaints.		1										
11. Operates office machines such as typewriter, adding, calculating, and duplicating machines.	1 2 3 4 5	1 2 3 4 5										
12. Opens and routes incoming mail, answers correspondence, and prepares outgoing mail.		1 2 3 5										

USOE PROGRAM TITLE PCI SIDE I

COURSE TITLE PCI SIDE I
(PCI SIDE I)

DISTRICT EACH

SCHOOL PROVIDER

TEACHER PREPARES

FOR EACH COURSE ON PCI (I)
CURRICULUM OUTLINE

COMPETENCY: SELECTED FROM FORM V

ACTIVITIES: DEVELOPED BY THE INSTRUCTOR

COMPETENCY: SELECTED FROM FORM V

ACTIVITIES: DEVELOPED BY INSTRUCTOR

COMPETENCY COMMONALITY MATRIX

USOE NO. 14.0303

USOE TITLE Clerk, General Office

COMPETENCIES	PROVIDERS								
	Community College	Comprehensive High School	R.O.P.	Adult School	Private School				
1. Performs variety of clerical duties utilizing knowledge of systems or procedures.		1,4, 5,6, 7							
2. Copies data and compiles records and reports.		3,4, 6							
3. Tabulates and posts data in record books.		EACH PROVIDER WILL (BY LINE NUMBER) FROM THE PCI (SIDE I), INDICATE COURSES THAT INCLUDE LISTED COMPETENCIES.							
4. Computes wages, taxes, premiums, commissions, and payments.									
5. Records orders for merchandise or service.									
6. Gives information to and interviews customers, claimants, employees, and sales personnel.									
7. Receives, counts, and pays out cash.									
8. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks.									
9. Prepares stock inventory.									
10. Adjusts complaints.									
11. Operates office machines such as typewriter, adding, calculating, and duplicating machines.									
12. Opens and routes incoming mail, answers routine correspondence, and prepares outgoing mail.									

PROGRAM ARTICULATION AGREEMENT

In order to insure that students enrolled in _____ programs at _____ high school/s and the _____ _____ community college can progress in their occupational objective without unnecessarily duplicating previously learned competencies, the above-named parties agree to share course and program information. The parties also agree to grant (recognition) (credit) to students that satisfactorily complete the requirements and demonstrate competencies as specified in the following (courses, subjects).

STUDENTS SATISFACTORILY COMPLETING:	STUDENTS RECEIVING CREDIT FOR:
_____	_____
_____	_____
_____	_____
_____	_____

It is also agreed that the content and scope of this agreement and its supporting documents shall be reviewed annually and modified as necessary.

_____ COLLEGE

_____ DISTRICT

_____ DATE

_____ DATE

ESSENTIALS FOR VOCATIONAL PROGRAM ARTICULATION

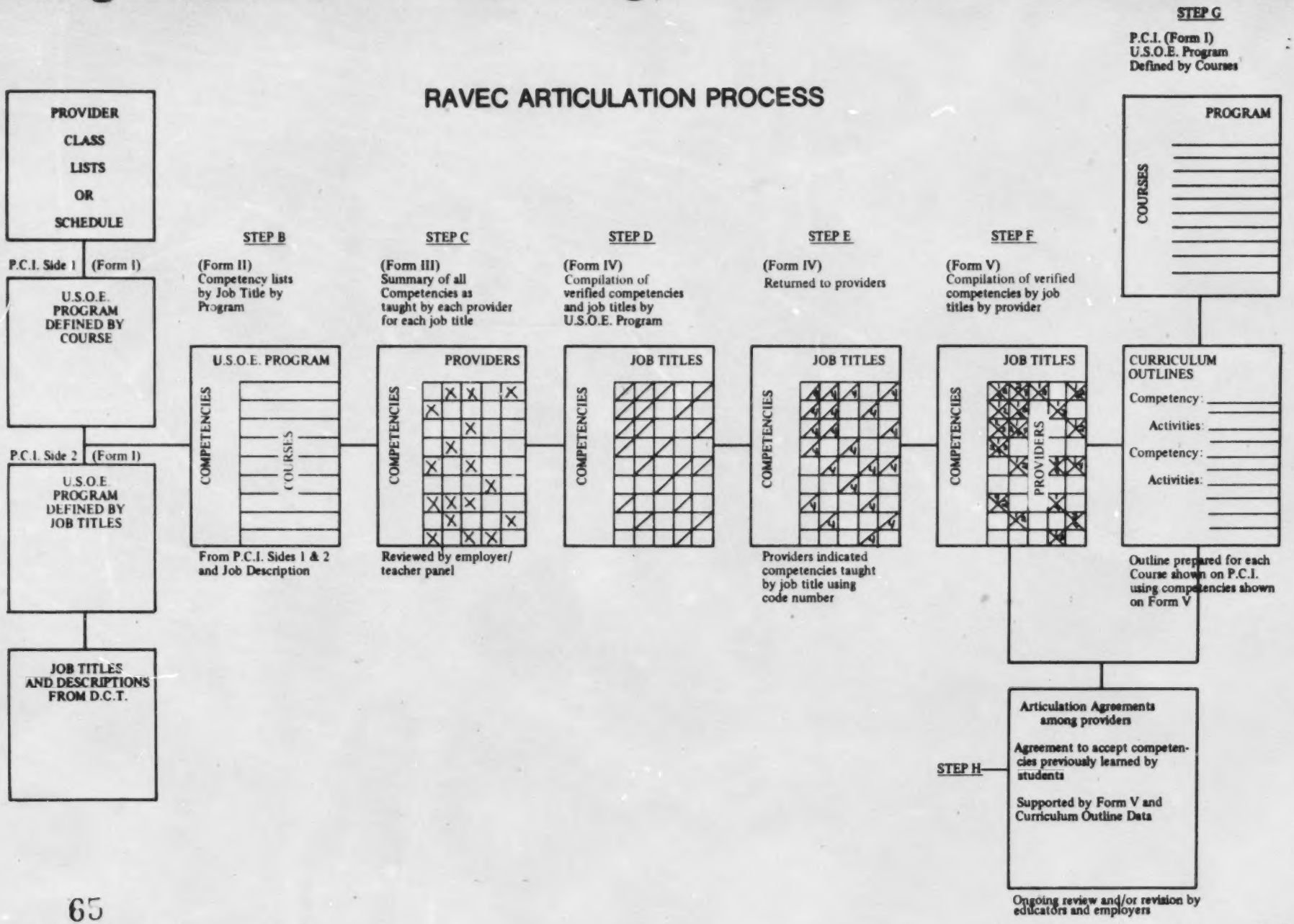
1. VOCATIONAL PROGRAMS - DEFINED BY COURSES

2. PROGRAM OBJECTIVES - DEFINED BY JOB TITLES

3. COMPETENCIES - NECESSARY TO SUCCESSFULLY PERFORM JOBS

4. CURRICULUM OUTLINES - THAT IDENTIFY WHERE COMPETENCIES ARE TAUGHT AND BY WHOM

RAVEC ARTICULATION PROCESS


PROVIDER CLASS LISTS OR SCHEDULE
P.C.I. Side 1 (Form I)
U.S.O.E. PROGRAM DEFINED BY COURSE
P.C.I. Side 2 (Form I)
U.S.O.E PROGRAM DEFINED BY JOB TITLES
JOB TITLES AND DESCRIPTIONS FROM D.C.T.
STEP B
(Form II) Competency lists by Job Title by Program
U.S.O.E. PROGRAM
COMPETENCIES
COURSES
From P.C.I. Sides 1 & 2 and Job Description
STEP C
(Form III) Summary of all Competencies as taught by each provider for each job title
PROVIDERS
COMPETENCIES
Reviewed by employer/ teacher panel
STEP D
(Form IV) Compilation of verified competencies and job titles by U.S.O.E. Program
JOB TITLES
COMPETENCIES
STEP E
(Form IV) Returned to providers
JOB TITLES
COMPETENCIES
Providers indicated competencies taught by job title using code number
STEP F
(Form V) Compilation of verified competencies by job titles by provider
JOB TITLES
COMPETENCIES
PROVIDERS
STEP G
P.C.I. (Form I) U.S.O.E. Program Defined by Courses
PROGRAM
COURSES
CURRICULUM OUTLINES
Competency:
Activities:
Competency:
Activities:
Outline prepared for each Course shown on P.C.I. using competencies shown on Form V
STEP H
Articulation Agreements among providers
Agreement to accept competencies previously learned by students
Supported by Form V and Curriculum Outline Data
Ongoing review and/or revision by educators and employers

Date

_____
_____
_____

Dear:_____:

You have been selected to represent your District in a most interesting Vocational Education Program Articulation Process.

Information regarding this process will be presented at a meeting that has been scheduled for _____time_____, _____date_____, _____place_____.

We shall look forward to your participation in this unique process.

Sincerely,

Coordinator

xx

enclosure: Agenda

Date

_____
_____
_____

Dear_____:

Members of the _____RAVE Council have elected to become involved in a most interesting Vocational Education Program Articulation Process.

All secondary, private post-secondary, adult, ROP, and community colleges offering instruction in the program area of USOE Title will be invited to participate in this Program.

You are invited to attend an orientation meeting at time, day, date, at place .

Enclosed is an agenda indicating the various activities that have been planned for this most important meeting.

Please confirm your attendance by calling this office prior to date.

Sincerely,

Coordinator
Phone

xx

enclosures

A G E N D A

Organizational Meeting
Date
Time (approximately 5 hours)

* Introductions
* Orientation to the Total Articulation Process
* Presentation of the Articulation Guide and Resource Materials
* Lunch
* Identifying Programs by Courses and Occupational Objectives (Step A)
* Development of a Time Line
* Adjournment

Date

_____
_____
_____

Dear_____:

Enclosed are your prepared Form II's. There are one or more forms for each D.O.T. job title that was listed on your PCI Form (Side II). Competencies have been developed for each job title from information contained in the identified D.O.T. job descriptions.

We are now asking you to complete the following activities:

1. Review all competencies listed on the Form II's.
2. Add any additional competencies that may be appropriate.
3. Match courses shown on the PCI Form (Side I) with the competencies listed on Form II.
4. Record, in the space provided (right hand column), the line number of each course(s) from PCI Form (Side I) in which each competency is being taught. (May have more than one course per competency.)

Please return all completed forms in the enclosed envelope by _____.

If I can be of assistance to you, please feel free to contact me.

Sincerely,

Coordinator

xx

enclosures: Form II's

Date

_____
_____
_____

Dear_____:

The _____RAVEC is presently involved in a Vocational Education Program Articulation Process. Data have been gathered on existing educational programs, job titles, and skills necessary for entry-level employment in _____.

We would like to invite you to participate in an Employer Panel to review these materials. Your knowledge of the skills needed by those employed in your business is vital to the successful completion of this activity.

A meeting has been planned for _____day_____, _____date_____, _____time_____, _____place_____.

In order to assure that there is adequate employer representation, we would appreciate a confirmation of your attendance by _____date_____.

I may be contacted at _____phone_____ for your confirmation or to answer any questions.

Sincerely,

Coordinator

xx

A G E N D A

ARTICULATION PROCESS REVIEW PANEL MEETING

Date
Time (Approximately 4 hours)
Location

* Introductions
* Process Overview
* Purpose of Review Panel Meeting
* Explanation of Materials in Folders
* Study Time
* Discussion and Concensus
* Next Steps
* Adjournment

Date

_____
_____
_____

Dear_____:

On behalf of the entire_____RAVE Council, we want to thank you for participating in the Program Articulation Process and Occupational and Competency Review Panel Meeting.

The opportunity to bring influential business leaders and the educational providers together to review and verify the occupational competencies associated with successfully entering and progressing in the competetive labor market is an essential step in the program articulation process. The information produced will be shared with you upon completion.

Once again, we sincerely appreciate the time you have given us, and most importantly, your valuable input.

Sincerely,

Coordinator

xx

Date

_____
_____
_____

Dear_____:

We sincerely appreciate the interest, time, and effort that you have put into the development of the information contained on the enclosed forms.

The next step involves completing the following activities:

1. Read all competencies listed on the left side of the Form IV.
2. Identify the occupational title(s) for which instruction is being offered.
3. Place the assigned code number (as it appears on Form IV) in the appropriate squares to identify the competencies presently taught within each selected occupational title.
4. Place all pages of the completed Form IV's in the enclosed addressed, stamped envelope and return to this office.

NOTE: Final revisions will be sent to you so that you will be able to begin developing your Curriculum Outline.

Thank you for your active participation in this Program Articulation Process.

Sincerely,

Coordinator

xx

enclosures: Form IV

Date

_____
_____
_____

Dear_____:

A general meeting for those that have been involved in the Vocational Education Program Articulation Process has been scheduled for __day__. _____date_____, _____time_____, at _____place_____.

The purpose of this meeting is to review the progress to date for all active participants and additional invitees who have not yet taken part in the activities. Plans for implementing Steps G and H will also be presented.

Please let this office know by __date__, whether or not you will be able to attend this important meeting.

Sincerely,

Coordinator
Phone Number

xx

Date

_____
_____
_____

Dear_____:

As you may have heard, some of your District personnel have been involved in a Vocational Education Program Articulation Process being conducted by your local Regional Adult and Vocational Education Council.

A final meeting has been scheduled for _____day_____, _____date_____, from _____time_____ to _____time_____, at_____place_____.

The participants will share the results of their materials that were developed using this Process. They will also identify strategies for completing specific articulation agreements among the individual Districts within your RAVEC.

On behalf of _____ RAVEC, I would like to invite you to attend this General Participant Conference.

I hope to see you in _____city_____.

Sincerely,

Coordinator

xx

PROGRAM ARTICULATION PROCESS

General Participant Meeting

Location

Date

Time (Approximately 5 hours)

* Registration and Refreshments
* Introductions
* Project Overview
* Progress Report
* Presentation of Form V's
* Luncheon
* Strategies for Completing Articulation Agreements
* Final Steps
* Adjournment

ORDERING INFORMATION

C.O.I.S. Cross Code Index

Send a purchase order to:
Ventura County Superintendent of Schools Office
ATTENTION: Mickie Potter, C.O.I.S.
County Office Building
Ventura, CA 93001

Include the following information on the purchase order:
Description: C.O.I.S. Cross Code Index (four volume set)
Price: $10.00/set (sales tax not applicable)
Name of person(s) who will be utilizing the Index

C.O.I.S. - PCI Form and Use Manual

C.O.I.S. Dissemination Staff
Ventura County Superintendent of Schools Office
County Office Building
Ventura, CA 93001

Dictionary of Occupational Titles

Occupational Education
Superintendent of Documents
c/o U.S. Department of Labor
450 Goldengate, P.O. Box 36017
San Francisco, CA 94102
Price: $12.00/each
NOTE: Payment must accompany order, purchase orders not accepted.

Manpower 1975-80

Northern California Employment
Data and Research Section
Employment Development Department
P.O. Box 7774
San Francisco, CA 94120
(415) 557-3052

Southern California Employment
Data and Research Section
Employment Development Department
1525 South Broadway
Los Angeles, CA 90015
(213) 744-2532

Vocational Education and Occupations (U.S.O.E. Codes and Titles)

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

B I B L I O G R A P H Y

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PROGRAM/COURSE INVENTORY

PROGRAM INFORMATION

A CDS ____ **B** USOE ____

D CID ____ **E** DISTRICT ____

F SCHOOL/COLLEGE ____

H USOE PROGRAM TITLE ____

I MIN COMPLETION REQ'MTS ____ **J** MEETS STATE PLAN ☐

K RAVEC CODE ____ **L** NEW ☐ CONTINUING ☐ PROPOSED ☐

M LOCAL LOCATOR CODE (OPT) ____

N FOR DATA PROCESSING USE ONLY (OPT) ____

C DELIVERER OF SERVICES
- ☐A. SECONDARY SCHOOL
- ☐B. COMMUNITY COLLEGE
- ☐C. ADULT SCHOOL
- ☐D. ROP/ROC
- ☐E. PRIVATE
- ☐F. CETA

G PROGRAMS/STUDENT GOALS
- ☐A. AA/AS DEGREE
- ☐B. INITIAL OCCUPATION
- ☐C. SKILL UPGRADING
- ☐D. COLLEGE TRANSFER
- ☐E. COLLEGE GENERAL ED.
- ☐F. CERTIFICATES
- ☐G. HIGH SCHOOL DIPLOMA
- ☐H. ELEMENTARY DIPLOMA
- ☐I. LICENSE PREPARATION
- ☐J. PERSONAL DEVELOPMENT
- ☐K. CAREER EXPLORATION

COURSE INFORMATION

* TITLE/S LIMITED TO 18 CHARACTERS/SPACES

1	2	3	4	5	6*	7	8	9	10	11	12	13	14	15	16

COLUMN LEGEND

1 LINE NO.

2 CCC—CALIF. COURSE CODES

3 CID—CLASSIFICATION OF INSTRUCTIONAL DISCIPLINES

4 DCN—DIST. COURSE NO.

5 S—MEETS STATE PLAN

6 IDENT. & TITLE

7 OCCUPATIONAL OBJECTIVES
- A. APPRENTICESHIP
- B. ADVANCED OCCUPATIONAL
- C. INTERMEDIATE OCCUPATIONAL
- D. BEGINNING OCCUPATIONAL
- E. NON-OCCUPATIONAL

8 ADULT OBJECTIVES
- A. BASIC EDUCATION
- B. HIGH SCH. DIPLOMA
- C. VOCATIONAL OCCUPATIONAL TRAINING
- D. CONTINUING ED. PERSONAL COMPETENCY SKILLS
- E. CONTINUING ED. AVOCATIONAL
- F. CONTINUING ED. OTHER

9 X. HANDICAPPED/ OLDER ADULTS
- H. HANDICAPPED ADULTS
- S. OLDER ADULTS

10 COMMUNITY COLLEGE COURSES
- A. CREDIT—GRADED
- B. NONCREDIT—NONGRADED
- C. CREDIT—OTHER
- D. NONCREDIT—OTHER

11 HOURS

12 CREDITS/UNITS REQ.

13 UTILIZATION
- A. REQUIRED
- B. REQUIRED OPTIONAL
- C. RECOMMENDED

14 FREQUENCY
- 1. FALL
- 2. SPRING
- 3. FALL & SPRING
- 4. SUMMER
- 5. FALL & SUMMER
- 6. SPRING & SUMMER
- 7. FALL, SPRING & SUMMER
- 8. FLEXIBLE
- A. WINTER
- B. FALL & WINTER
- C. WINTER & SPRING
- D. FALL, WINTER & SPRING
- E. WINTER & SUMMER
- F. FALL, WINTER, SUMMER
- H. WINTER, SPRING & SUMMER
- J. FALL, WINTER, SPRING, SUMMER

15 DESCRIPTION
- A. LECTURE
- B. LAB
- C. LECTURE-LAB
- D. COOR. INST. SYS.
- E. INDEPENDENT STUDY
- F. COMMUNITY CLASSRM.
- H. COOPERATIVE VOC. ED.
- J. FORUM SERIES
- K. LECTURE SERIES

16
1. AM
2. PM
3. AM/PM (ALL DAY)
4. EVENING
5. AM/EVENING
6. PM/EVENING
7. AM/PM/EVENING
8. FLEXIBLE

DATE ____

PG ____ OF ____

REV. 1 1-77

OCCUPATIONAL INFORMATION

A CDS

B USOE CODE

C DELIVERER OF SERVICES
- ☐ A. SECONDARY SCHOOL
- ☐ B. COMMUNITY COLLEGE
- ☐ C. ADULT SCHOOL
- ☐ D. ROP/ROC
- ☐ E. PRIVATE
- ☐ F. CETA

17	18	19	20
DOT CODE/S	OCCUPATIONAL PROGRAM OUTCOME OCCUPATIONAL TITLE/S	GED TRML	SVP

FORM II

COMPETENCY LIST

USOE TITLE _____ DISTRICT _____

USOE NO. _____ SCHOOL _____

DOT TITLE _____ INSTRUCTOR _____

DOT NO. _____

COMPETENCIES	COURSE LINE NOS. PCI (SIDE 1)
1. _____	_____
_____	_____
2. _____	_____
_____	_____
3. _____	_____
_____	_____
4. _____	_____
_____	_____
5. _____	_____
_____	_____
6. _____	_____
_____	_____
7. _____	_____
_____	_____
8. _____	_____
_____	_____
9. _____	_____
_____	_____
10. _____	_____
_____	_____
11. _____	_____
_____	_____
12. _____	_____
_____	_____
13. _____	_____
_____	_____
14. _____	_____

REVIEW PANEL SELECTION WORKSHEET

OCCUPATIONS	INDUSTRY DIVISIONS																			
Manpower 1975-80	Agriculture		Mining		Construction		Manufacturing		Transportation		Trade		Finance		Service		Public Administration	
	75	80	75	80	75	80	75	80	75	80	75	80	75	80	75	80	75	80
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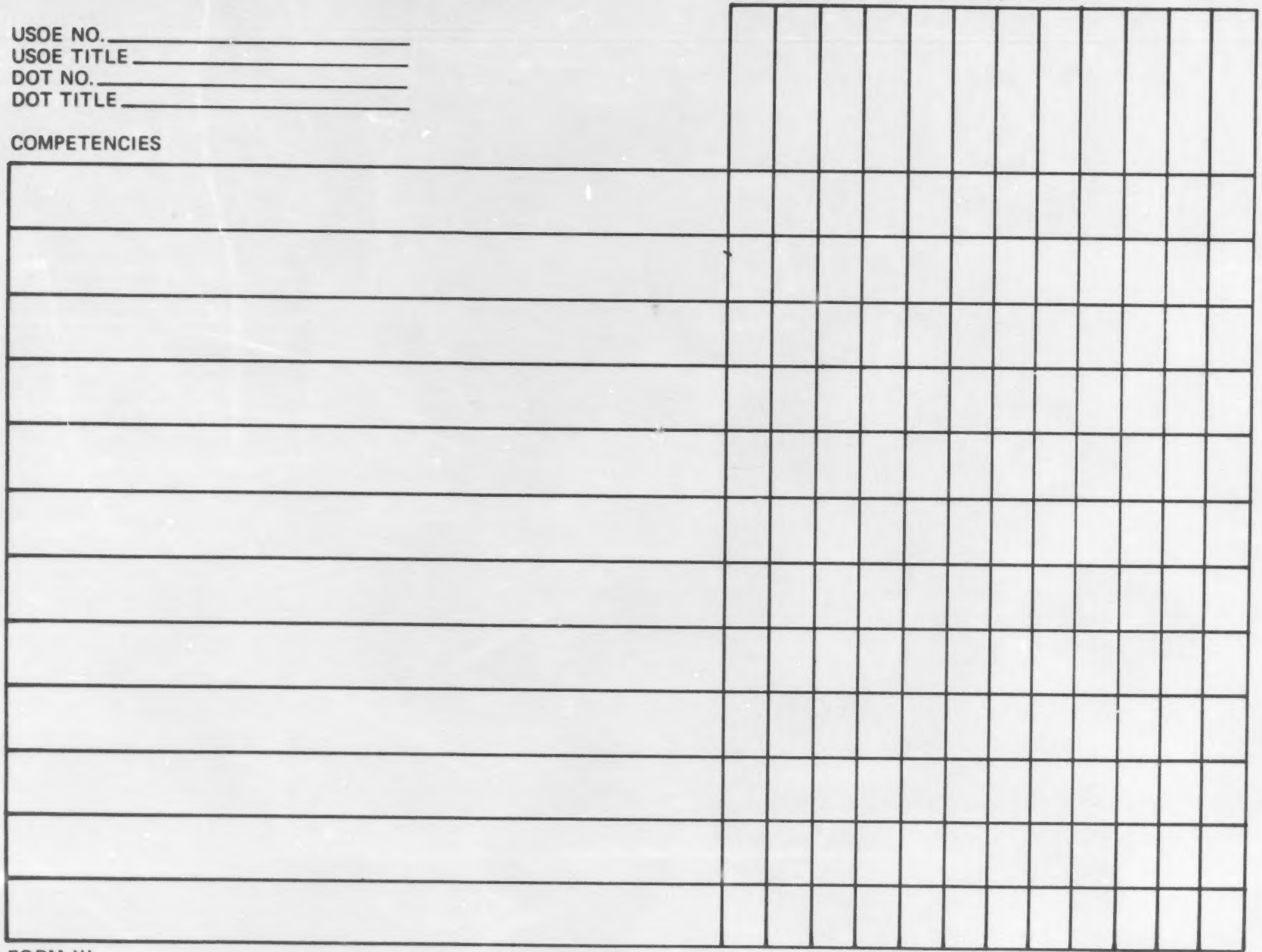
Line No.																		
Line No.																		
Line No.																		
Line No.																		
Totals by Ind. Div.																		

PROVIDERS

USOE NO. _____
USOE TITLE _____
DOT NO. _____
DOT TITLE _____

COMPETENCIES



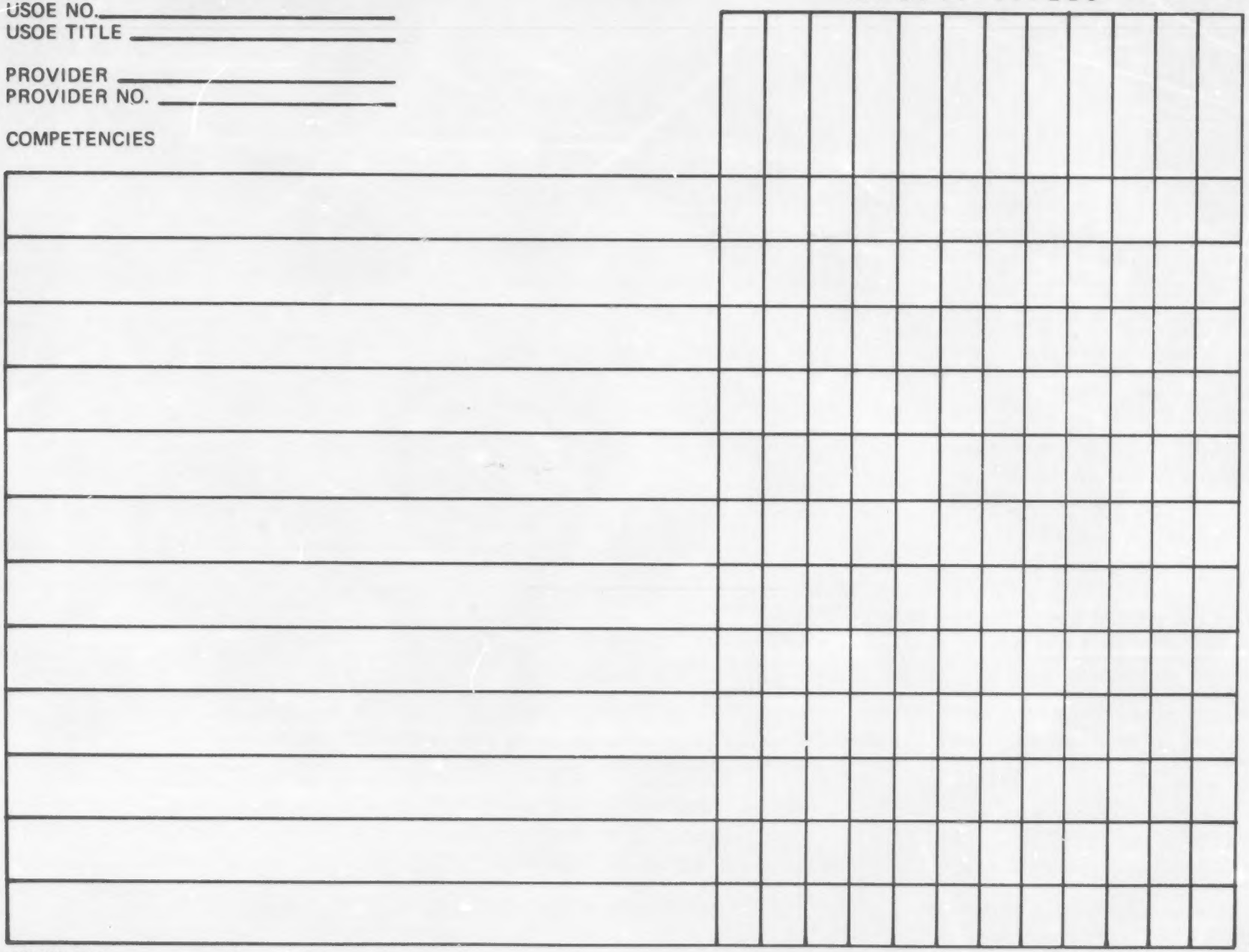
FORM III

USOE NO. _____
USOE TITLE _____

PROVIDER _____
PROVIDER NO. _____

COMPETENCIES

D. O. T. TITLES



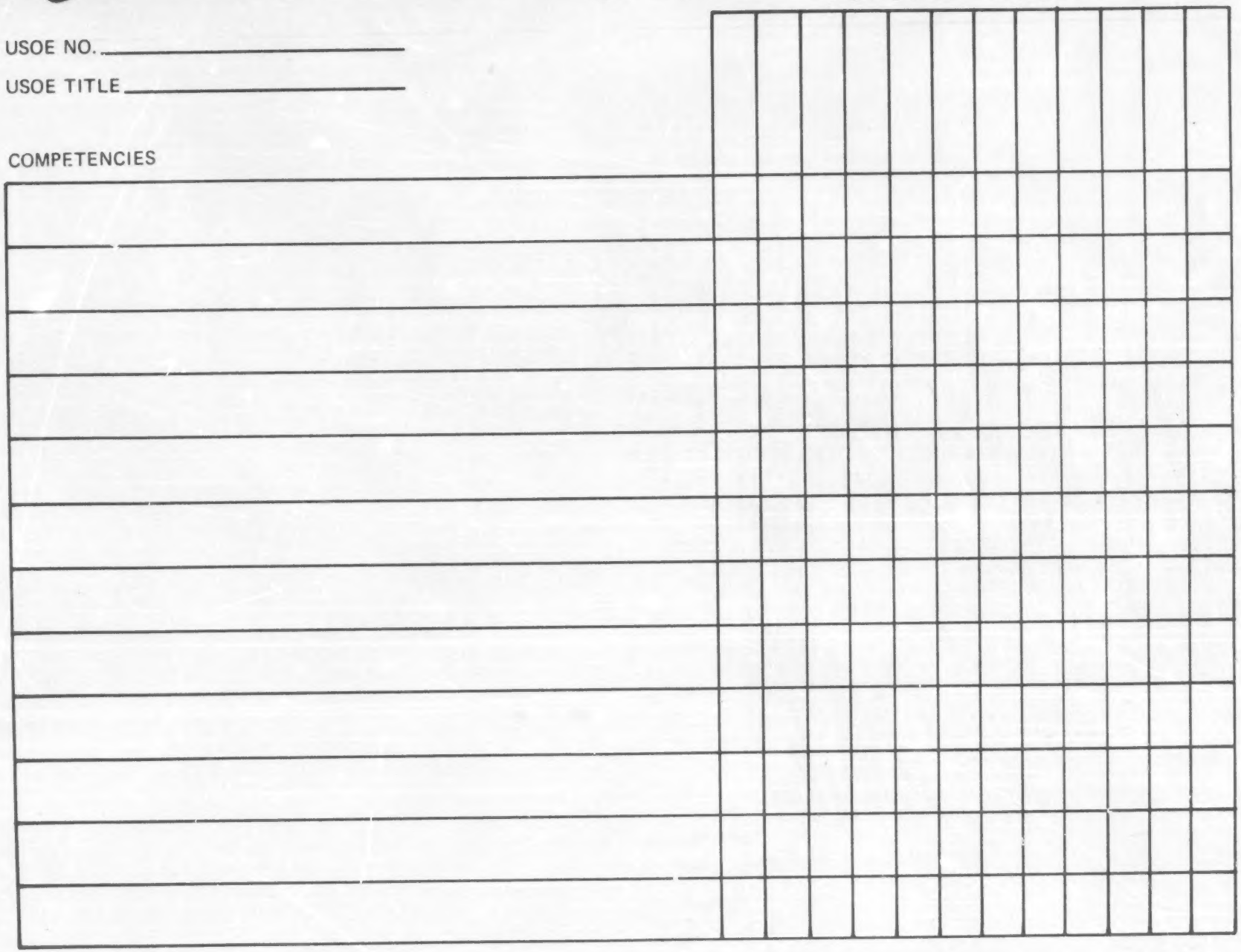
FORM IV

D. O. T. TITLES

USOE NO. _____

USOE TITLE _____

COMPETENCIES



FORM V

USOE PROGRAM TITLE _____ DISTRICT _____

COURSE TITLE _____ SCHOOL _____
(PCI SIDE I)

TEACHER _____

CURRICULUM OUTLINE

#___COMPETENCY: _____

_____

ACTIVITIES: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

#___COMPETENCY: _____

_____

ACTIVITIES: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

COMPETENCY COMMONALITY MATRIX

USOE NO. _____

USOE TITLE _____

COMPETENCIES	PROVIDERS								

COURSE / COMPETENCY SUMMARY SHEET

USOE NO. _____

USOE TITLE _____

PROVIDER _____

COURSES	COMPETENCIES

PROGRAM ARTICULATION AGREEMENT

In order to insure that students enrolled in _____ _____ programs at _____ high school/s and the _____ _____ community college can progress in their occupational objective without unnecessarily duplicating previously learned competencies, the above-named parties agree to share course and program information. The parties also agree to grant (recognition) (credit) to students that satisfactorily complete the requirements and demonstrate competencies as specified in the following (courses, subjects).

STUDENTS SATISFACTORILY COMPLETING:	STUDENTS RECEIVING CREDIT FOR:
_____	_____
_____	_____
_____	_____
_____	_____

It is also agreed that the content and scope of this agreement and its supporting documents shall be reviewed annually and modified as necessary.

_____ COLLEGE

_____ DISTRICT

_____ DATE

_____ DATE

UNIVERSITY OF CALIF.
LOS ANGELES
SEP 1978
CLEARINGHOUSE FOR
JUNIOR COLLEGES